

## **1. Purpose**

The purpose of this policy is to explain the curriculum provision made by Wycliffe Prep School for children aged 3 to 13, with the significant aim of ensuring that all pupils are encouraged to achieve their full academic, spiritual, physical and creative potential.

## **2. Aims**

We aim to provide a broad and balanced curriculum that gives our children the necessary skills and knowledge to excel in the subsequent phases of their education. Our pupils are confident and enthusiastic learners and make excellent progress in an environment where learning matters. We wish to develop in our children a love of life-long learning by providing them with the skills necessary. We offer pupils a full-time supervised education which gives them valuable experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education, whilst embracing the school's vision to promote a pioneering spirit and encouraging individuals to flourish and embrace their futures as global citizens.

At each stage of their education, pupils are offered a broad curriculum which is relevant to their individual age and aptitudes, including those with learning difficulties or disabilities and those recognised as being more academically able. Speaking and listening, literacy and numeracy are critical skills promoted throughout the school.

We aim to provide a curriculum which respects all pupils' cultural and religious beliefs, whilst at the same time ensuring their effective preparation for the opportunities, responsibilities and experiences of life in British society. At Wycliffe, we espouse an internationally minded approach to teaching and learning and, at the same time, actively promote British values both within curriculum planning and delivery, and in the broader community. We enjoy a broad cultural pupil body and strive to ensure they experience what it means to be British and to live in the UK during their time with us.

Through our Round Square membership (a global network of 250 like-minded schools) we aim to deliver meaningful collaborative learning experiences that connect our pupils with others around the world, helping to build skills of intercultural competence. These learning experiences are integral to the development of true international mindedness.

Where a pupil has an Education and Health Care Plan, we will endeavour to ensure that the education provided meets the individual's needs and we will make reasonable adjustments. The school will actively support pupils with special educational needs. Pupils with talents in any area of the curriculum outside formal academic disciplines will be challenged and supported with coaching, guidance and, where possible, time allowances. SEN and Gifted and Talented Subject Leader Registers will be kept up to date by the SENCO and Subject Leader Co-ordinator respectively and made available to all staff. Pupils will be supported primarily through setting and differentiation in the classroom and through their development as independent learners.

Reasonable adjustments will be made, to accommodate those with particular learning needs. These will include provision of differentiation in the classroom and in-class resourcing such as shared TA support, electronic or manual notetaking, coloured paper and/or overlays, enhanced worksheets and favourable class positioning, sign language interpreter, lip-speaker or deaf-blind communicator readers, scribes and additional time (where allowed under national regulations) in public and internal exams.

One-to-one tuition outside the classroom is not considered to be a reasonable adjustment under this policy. Pupils whose needs are such that the SENDCO recommends that additional tuition be provided, will be offered such extra tuition and a charge may be made for this service. Methods by which such needs are identified and met will be outlined in the SEND Policy. Pupils may have their timetable reduced in order to access SEND tuition or to support their study of other subjects. Such decisions will be made

to maximise the potential for achievement in each child and will be taken following consultation with parents. 1:1 support is charged fully to parents.

Personal, Social, Health, Emotional, and Economic education (delivered as 'Life Skills') is taught to all ages and reflects the School's aims and ethos. We encourage pupils to develop respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a). The curriculum reflects the five outcomes set out in Every Child Matters – Stay Safe, Be Healthy, Enjoy and Achieve, Achieve economic well-being, Make a positive contribution. We endeavour to provide impartial careers education for our pupils by inviting speakers to address them about life outside school. We also work closely with the Senior School's Careers officer in providing age-appropriate careers advice, which enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential. All pupils have the opportunity, and are encouraged, to learn effectively and make appropriate progress through a range of learning styles and exposure to differing teaching styles. *[See Learning & Teaching Policy.]*

Our pupils are given opportunities at varying stages throughout their education to develop their leadership skills and experiences of life outside school. We strive to instil respect for religious and moral values and tolerance of other races, religion and ways of life. These skills are valued and assessed within the Wycliffe curriculum.

### **3. Curriculum Structure**

The Nursery and the Reception class(es) follow the EYFS programme which includes seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Pupils in Years 1 to 5 broadly follow the outline of the National Curriculum, enriched to achieve Wycliffe's vision. Pupils in Years 6 to 8 follow the Wycliffe Encompass Programme, with discretely taught subjects connected by the following themes:

- Leadership
- Conflict Resolution
- Futures and Innovation
- Sustainability
- Democracy
- Adventure

The core subjects of English, Mathematics and Science have the highest timetable weighting during the school day.

*[For further details, see Departmental Policies.]*

The Prep School offers a broad supporting curriculum through its programme of:

- Visiting speakers
- Educational visits and residential trips
- Assemblies, concerts and productions
- Extra-curricular activities
- Competitive sporting opportunities
- Collaborations with other schools globally through our Round Square membership

The School Week

The school week at WPS provides the following teaching hours per week

|             |                                  |                         |                         |                       |
|-------------|----------------------------------|-------------------------|-------------------------|-----------------------|
| Nursery     | Provision available from 8am-6pm |                         |                         |                       |
| Reception   | 24 hours                         |                         |                         |                       |
| Years 1 & 2 | 24 hours                         |                         |                         |                       |
|             | Academic                         | Games                   | Cross Phase Activities  | Saturday School       |
| Years 3 & 4 | 21.6 hours<br>(1300 mins)        | 4.3 hours<br>(260 mins) | 1.16 hours<br>(70 mins) |                       |
| Year 5      | 21.6 hours<br>(1300 mins)        | 4.9.hours<br>(295 mins) | 1.16 hours<br>(70 mins) |                       |
| Years 6 - 8 | 21.6 hours<br>(1300 mins)        | 4.9.hours<br>(295 mins) | 1.16 hours<br>(70 mins) | 3 hours<br>(180 mins) |

A typical school year is 34 weeks long.

Special Educational Needs and Disabilities (SEND)

WPS is an all-ability school, which means that it welcomes pupils with a wide range of ability levels. Wherever possible, we provide appropriate support to pupils with mild to moderate educational needs. The School's philosophy is to include children with SEND within a regular classroom setting receiving support in 1:1 lessons if necessary, and sometimes through a modified curriculum. Our aim is to ensure that all pupils are given every opportunity to achieve their potential. The School currently has a team of learning support teachers who are involved in identifying children who require learning support, in supporting their teachers, liaising with parents and outside agencies, and working with pupils in small groups or individual settings, for which there is an additional fee. We may, on occasion, recommend that a child enters a year below his or her chronological age. We also make provision for Speech and Language and Occupational Therapy support within the school day on a private basis.

*[For further details, see SEND Policy.]*

Gifted and Talented Pupils

WPS holds a register of its more able pupils, who are named as Subject Leaders. Rarely, a child may be placed in a year group above his/her chronological year group. The needs of our able pupils are met through a distinct programme of differentiation in the classroom as well as through extension and enrichment opportunities which are offered from time to time.

*[For further details see the Prep School, Learning & Teaching Policy]*

Extra-Curricular programme

All pupils have the opportunity to be involved in the many extra-curricular opportunities offered either during the school day or after school. WPS recognises that it is responsible for the development of each child as a whole and provides a rich and varied programme of extra-curricular activities which provide pupils with the opportunity to pursue and develop their own interests, to experience new ventures, to compete as individuals and members of a team in various settings.

**4. Curriculum Development**

All policies and schemes of work at WPS are reviewed at least annually by a relevant nominated person (Senior Deputy Head, Deputy Head Academic, or Head of Department ) and may be viewed by parents on request.

Monitoring and evaluation is completed through regular reviews of samples of work by Heads of Department and SMT. It is the responsibility of all Heads of Department to ensure this policy is being

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applied effectively within their department(s). Departmental records are reviewed regularly by the Senior Deputy Head and Deputy Head Academic who feed their findings to SMT. SMT is responsible for ensuring that all staff are meeting expectations.

We consider meaningful opportunities for pupil voice as integral to our curriculum development, and our academic pupil Council (the *Academic Baraza*) meet regularly throughout the school year.

Baraza Definition: A word of Swahili origins meaning the coming together of people where everyone's opinion is valued equally.

This policy is reviewed annually by the Deputy Head Academic and the Education Committee of Trustees.